

# Mundingburra State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	PO Box 3415 Hermit Park 4812
Phone	(07) 4759 6444
Fax	(07) 4759 6400
Email	principal@mundingbss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Sue Royle

## Principal's foreword

### Introduction

Mundingburra State School's 2015 Annual Report provides a brief overview of our goals and achievements for 2015. The report provides statistical information regarding satisfaction levels of staff, students and parents, student outcomes and our staff profile. It provides an outline of 2015 achievements and the future of our great school.

### School progress towards its goals in 2015

Our major areas of focus in 2015 were:

- **Reading** – Focus on improving the pedagogical practices (modelled, shared, guided and independent) in all aspects of reading and using reading data to inform practices and intervention.
- **Writing** – Curriculum planning process used to identify, analyse and plan for teaching writing through understanding the demands of the Curriculum into Classroom (C2C) units.
- **Numeracy**- Work commenced on developing a whole school Mental Maths program drawing from information gained from a deep analysis of NAPLAN, LOA and other data.
- **Attendance** – Implemented and reviewed a number of whole school strategies, processes and incentives to increase our attendance rate. Significant improvement in attendance was achieved as a result of these proactive strategies.
- **Curriculum Planning**- Engaged teaching staff with the Australian Curriculum with a focus on collaborative planning. Appointment of a Head of Curriculum (HoC) through Greater Results Guarantee (GRG) funding contributed to alignment of curriculum planning in and across year levels.
- **Improving Practice**- Provided many opportunities for class teachers to work with support staff to discuss and plan for adjustments in learning programs for all students.

### Future outlook

Focus	Performance Indicators
Reading, Writing and Numeracy	A minimum of Blue in all NAPLAN data; LOA data 90% C and above; 90% of students reaching reading benchmark
Attendance	All students 95% or better attendance and close the gap with indigenous students
Behaviour	Decreasing Student Disciplinary Actions and Reflection Room referrals
Capacity Building	Increase number of lead teachers (working at Interdependent level)

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	708	354	354	90	94%
2014	784	376	408	95	95%
2015	704	339	365	85	93%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Mundingburra State School now has an Enrolment Management Plan (EMP) in place to ensure enrolments do not exceed the maximum capacity of 787. Although the catchment area of the school is relatively small from the feeder suburbs of Mundingburra, Pimlico, Mysterton and Rosslea. The accessibility of the school from Ross River Road, proximity to many parents' workplaces, the fact that we have an OHSC facility and that older family member/s or parents of our current students have attended the school previously along with the school's reputation in the wider community are all factors which contribute to the percentage of students who don't live in the immediate surrounding suburbs and why the school now needs to be enrolment managed. In the past decade, the increased mobility of families has resulted in greater diversity of cultural and socio-economic backgrounds of students who come from a range of family situations. The student population comprises a variety of cultural groups including those with English as a Second Language (3%), Aboriginal and Torres Strait Islander students (13%) and Students with Disabilities (3%) We also have approximately sixty students enrolled who have Defence Force parent/s.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	23	21
Year 4 – Year 7 Primary	24	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	108	133	79
Long Suspensions - 6 to 20 days	4	1	1
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

- The Australian Curriculum is taught through Curriculum into Classroom (C2C) units.
- Science Mates – an extra curricular science based activity centred program designed to engage, nurture and highlight the importance of science with students. We are a Reef Guardian School.
- Music Mates – Instrumental music program – brass, string, percussion and orchestra with performances. A Year 4-6 choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- Interschool sport is offered to Year 5 and 6 students.
- Our Language Other than English (LOTE) is French.

### Extra curricula activities

- Music Mates – staff and parent support group who coordinate performances for instrumental music and choir students. Instrumental music and choral concerts are held twice per year. Eisteddfod performances in verse speaking and singing choirs are also a feature of our Instrumental Music program.
- Science Mates – an extracurricular program offered to all year levels – Adopt a Scientist, staff and parent support group organise activities and excursions after school hours and on weekends. These activities are held once per term. Membership is approximately 100 students.
- Sporting Buddies – an extracurricular active bodies program is run before school twice a week. Sporting Buddies also co-ordinates sporting expos and promotes the healthy, active lifestyle message to our students through these planned activities.
- Musica Viva and Brainstorm Production performances occurred in 2015.
- Junior ATSIAP – Junior Aboriginal and Torres Strait Islander Aspirations Program. This program is an aspirational - educational program that aims to promote individual and group learning, team cooperation, confidence and awareness of current issues facing Aboriginal and Torres Strait Islander people whilst the students have fun learning. Our students compete against other schools in six categories: Art, Poetry, Quiz, Commercial, Long Term Problem Solving and Oral Persuasive Speech.
- Challenge Games – Our Students with Disabilities participate in the regionally organised Games for Students with Disabilities at Red Track in July each year.

## How Information and Communication Technologies are used to improve learning

Our schools ICT program develops students' ICT and information literacy skills through learning and assessment activities. Computers are used by students and staff in the classroom and in a well-resourced computer lab. In 2015 BYOx laptop classes were introduced in two Year 5 classes. The initiative was embraced by the school community.

Computers are used by students in their learning and assessment tasks.

Students use online content and services to support their learning. Other multimedia resources such as software programs for robotics, digital cameras and data projectors are all used in conjunction with computers for student learning. All classrooms have interactive whiteboards which are used as an effective teaching tool. The school has a growing bank of iPad and apps that are used by the students for their learning.

## Social Climate

Our Defence School Transition Aide and Indigenous Liaison Officer supports and strengthens the relationships between school and home for our Defence Force family students and our identified indigenous students.

We are a Positive Behaviour Learning (PBL) school. PBL is a proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create a positive school environment. The program focuses on prevention, instruction, establishing school environments that support long term success of effective practices, appropriate student behaviour being taught, positive behaviours being publicly acknowledged and problem behaviours having clear consequences.

Effective behaviour support strategies are implemented at the school wide, specific setting, classroom and individual student level as per our Behaviour Expectations Matrix. Social skill lessons and explicit lessons aligned to our Behaviour Matrix are taught in classes.

Our Guidance Officer and Wellbeing Teacher also offer programs, guidance and support through our Student Services processes. Our Special Education Programs (SEP) Teacher also supports our students with disabilities to assimilate and function well for learning in the classrooms. The SEP teacher also liaises with the families of our students with disabilities.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	91%	98%	94%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school (S2001)	92%	97%	98%
their child feels safe at this school (S2002)	92%	91%	96%
their child's learning needs are being met at this school (S2003)	92%	98%	92%
their child is making good progress at this school (S2004)	92%	100%	90%
teachers at this school expect their child to do his or her best (S2005)	92%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	75%	95%	90%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	83%	95%	92%
teachers at this school treat students fairly (S2008)	83%	98%	94%
they can talk to their child's teachers about their concerns (S2009)	75%	97%	98%
this school works with them to support their child's learning (S2010)	92%	93%	92%
this school takes parents' opinions seriously (S2011)	91%	93%	94%
student behaviour is well managed at this school (S2012)	100%	91%	94%
this school looks for ways to improve (S2013)	100%	98%	96%
this school is well maintained (S2014)	100%	95%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school (S2036)	98%	93%	96%
they feel safe at their school (S2037)	95%	92%	94%
their teachers motivate them to learn (S2038)	99%	96%	97%
their teachers expect them to do their best (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	97%	96%	93%
teachers treat students fairly at their school (S2041)	94%	95%	88%
they can talk to their teachers about their concerns (S2042)	92%	96%	91%
their school takes students' opinions seriously (S2043)	95%	95%	90%
student behaviour is well managed at their school (S2044)	88%	82%	76%
their school looks for ways to improve (S2045)	99%	96%	96%
their school is well maintained (S2046)	95%	92%	90%
their school gives them opportunities to do interesting things (S2047)	100%	95%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	98%	86%
they feel that their school is a safe place in which to work (S2070)	95%	100%	95%
they receive useful feedback about their work at their school (S2071)	85%	95%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	96%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	97%	100%	92%
student behaviour is well managed at their school (S2074)	82%	93%	78%
staff are well supported at their school (S2075)	88%	98%	74%
their school takes staff opinions seriously (S2076)	92%	95%	69%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school looks for ways to improve (S2077)	93%	100%	86%
their school is well maintained (S2078)	85%	95%	86%
their school gives them opportunities to do interesting things (S2079)	83%	95%	75%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

It is important to us that we promote our school profile, curriculum vision and values through communication to sustain enrolments and to support and enhance our relationships and partnerships with the school and wider community.

Our parents are involved in their child's education through:

- Parent and Citizens Association meetings held on the 4th Thursday of every month.
- EATSIP Parent Group meetings held on the 4<sup>th</sup> Thursday of every month.
- Music Mates Support parent group – a support group for the Instrumental music and class music program and performances.
- Science Mates Parent Support group – a program whereby parents support the schools' science curriculum through planned afternoon experiment days, field trips, excursions etc.
- Classroom Support – many teachers welcome and appreciate the support of parent volunteers in their classrooms to help with activities such as reading, numeracy and art.
- Tuckshop – parent volunteers are always welcomed and encouraged to support.
- Library Support- parents volunteer their time to help with tasks such as book covering and when we hold Book Fairs through the year.
- Sporting events – parents/carers help with tasks on sporting days and occasionally during season sport activities.

## Reducing the school's environmental footprint

In 2015, we continued to be proactive with staff regarding our behavioural habits about electricity usage during teaching and break times, with the anticipated outcome to be that all staff and students would be more vigilant and mindful of turning off unnecessary electricity, especially when they are not in classrooms. We continue to be very active in our recycling cans and batteries initiatives with plans to include recycling bins as part of our general rubbish management.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	316,795	78,756
2013-2014	209,160	4,968
2014-2015	363,992	9,275

\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

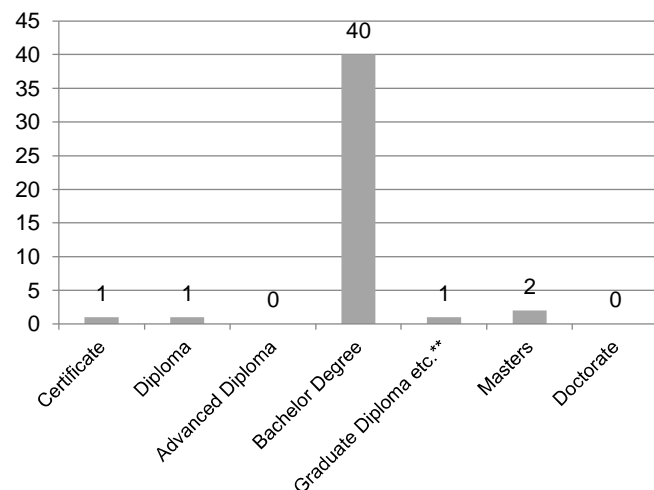
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	27	<5
Full-time equivalents	42	19	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	1
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
<b>Total</b>	<b>45</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$58450.27.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Anita Archer Explicit Instruction
- Gradual Release of Responsibility with a focus on Guided Reading
- Seven Steps to Writing Success
- Mandatory Training- Code of Conduct, Student Protection training, Asbestos Awareness, Anaphalaxis training
- Planning using the Australian Curriculum and C2C
- Class Profiling
- Australian Professional Standards for Teachers
- Workplace Health and Safety Training
- Using OneSchool including ICPs and Markbook
- Peer coaching and mentoring provided

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.



The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

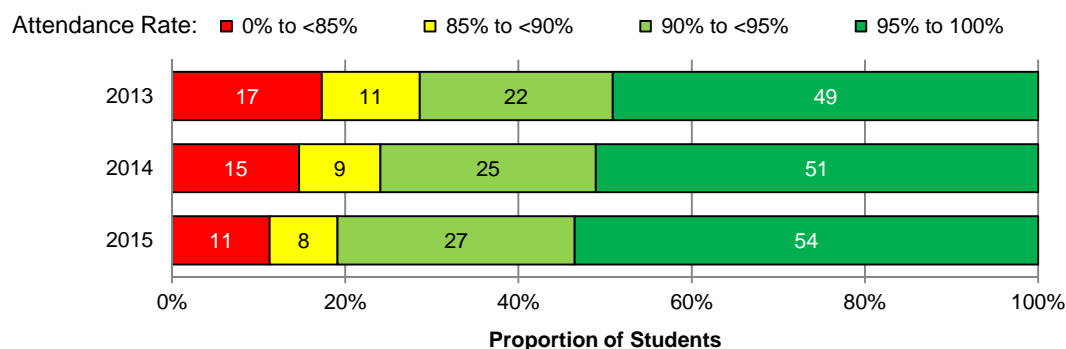
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	90%	92%	92%	93%	93%	92%	90%					
2014	92%	92%	93%	93%	92%	94%	92%	89%					
2015	92%	94%	94%	93%	93%	95%	94%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Mundingburra State School, electronic roll marking occurs twice per day at 9.30am and then again at 2.00pm. We have introduced a number of strategies to both encourage improved attendance and assist in maintaining attendance levels to a high level throughout our school. These strategies are outlined below:

- An attendance reward day at the end of each semester
- Informing and frequently reminding staff/students/parent community of our aim to achieve and/or maintain 95% attendance throughout the term/semester/year
- Attendance graphs displayed in each classroom, showing the class their weekly attendance data with incidental discussions around improvements, encouragement of any increases in attendance levels
- Weekly 'trophy' awarded on assembly to the (lower and upper) class with the highest attendance for the week-to be held in recognition until assembly the following week
- Access to/use of the One School Dashboard option for staff

- Awards/certificates awarded on assembly
- Teachers/admin staff follow up unexplained absences quickly through a variety of avenues including:-
  - \* emails
  - \* face to face conversations
  - \* phone calls after 3 days of absence
  - \* One School generated letters requesting explanations of 'unexplained absences'
- Flyers placed strategically around the school – in high 'traffic' areas (and outside of each classroom), where they are easily seen by visiting parents regarding 'Does Attendance Really Matter' and 'What Sort of Start is Your Child Getting?' These flyers are also included in the school newsletter weekly.
- Implementation of a developed 'Management and Enforcement of Student Attendance' document – aligned with DETE procedure.
- Weekly absence reports printed, collated and distributed to staff for follow up.
- Intervention/support given to families of students exhibiting patterns of poor attendance. Deputy Principals, Wellbeing teacher and Indigenous Support aide provide targeted support/intervention depending on student/family needs.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

#### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results